

Appendix A. 10 Successful Student-Led WAC Initiatives

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1. Researching Writing in the Disciplines

- Interview content area teachers to draw upon (and reinforce) their discipline expertise
- Identify, read and apply WAC theory and practice from useful web and print resources
- Build knowledge base among writing center tutors by presenting and applying research in tutoring
- Distribute research papers and presentation materials to content area teachers and students

2. Mapping Writing Across the Curriculum

- Compile and sort a list of writing in the school
- Share list with teachers, students and administrators to validate, support and encourage student writing
- Evaluate overlaps for possible knowledge transfer between disciplines and interdisciplinary collaboration

3. Evaluating of Sample Student Writing

- Collaborate with teacher to identify strong and weak student writing samples
- Evaluate samples with teacher to clearly define/articulate the teacher's expectations for quality writing

4. Developing/Modifying Writing Assignment Guidelines

- Compare rubrics across disciplines to identify and streamline language and promote student knowledge transfer
- Revise rubrics for clarity and accessibility
- Address incongruity between teacher assumptions and expectations, assignment guidelines and rubrics
- Where clear grading criteria do not exist, offer to develop a rubric for teacher's use
- Read teacher-written documents as a "practice audience" – what questions will students have?

5. Developing/Modifying Writing Rubrics

- Revise assignment sheets for clarity and accessibility
- Address incongruity between teacher assumptions and expectations, assignment guidelines and rubrics
- Read teacher-written documents as a "practice audience" – what questions/misconceptions will students have?

6. Creating and Presenting In-Class Writing Mini Lessons

- Identify writing concepts or strategies that would support student writing in the discipline or for a particular writing intensive assignment for the course
- Consult with the teacher to prepare and present a mini-lesson to the students on the topic

7. Conducting Out-of-class Writing Workshops

- Identify common concerns or weaknesses in student writing to prepare a workshop for students to work on these issues (may be hosted in the writing center or in the teacher's classroom)
- Student experience in the class usually offers a valued perspective on common mistakes

8. Developing Supplemental Course Materials

- Prepare materials (e.g. PowerPoint presentations, handouts or worksheets on writing-related issues of concerns; "how to" videos; student samples to use as models) for teachers to use during instruction
- Teachers use these student-produced materials in their own instruction
- These materials endure beyond the individual consultant's relationship with teacher

9. "Tutoring" a Teacher's Instructional Materials

- If a teacher is willing to share, provide a "practice audience" and work to clarify instructional materials
- These materials exist beyond the individual consultant's relationship with the teacher

10. Finding and Promoting Authentic Writing Opportunities. Encourage teachers and students to participate in scholarships, contests, publications, etc.